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in short, prefer it. This means the opportunity to browse and select, to discover for oneself the congenial friends upon the shelf. This opportunity the school must provide through a well selected library with a trained librarian in charge. Long ago science won its fight for the laboratory. Now, as a matter of course, all high schools are equipped with expensive apparatus, which is used by the pupils under specific guidance and direction. Lately we hear of the necessity of equipping the elementary schools with similar apparatus. The shop, too, has come. The principal will show you with pride his wood-turning lathe, installed at an expense of many thousands of dollars, while across the hall, perhaps, is the metal working room, equally well provided for. The gymnasium is now almost a matter of course and with it comes the swimming pool. There must be rooms

also for music, and for drawing and design.

Considering the place it occupies in the life of the school, of the home, and of the community, and in view of its importance and value to all the pupils alike, the library should unquestionably have the place of honor and should receive a support beyond that provided for any other single part of the equipment of the modern school. Every argument which can be advanced in support of the expenditure of public money for the gymnasium, the music room, the laboratory, and the shop, holds with double force for the library. In view of this it is easy to understand why the campaign for the school library is on, why it has already attained such signal success, and why it is sure, in the not distant future, to reach a point of development beyond the hopes of its most sanguine friends.

HOW THE PUBLIC LIBRARY CAN HELP IN DEVELOPING EFFECTIVE HIGH SCHOOL LIBRARIES

BY HENRY E. LEGLER, *Librarian, Chicago Public Library*

From such recent figures as are available, the opportunity for strongly organized high school libraries may be thus summarized:

There are 13,714 public and private high schools, 11,515 of them being public high schools. Of these but 968 are in cities of 8,000 population or more, with an average enrollment of 600, while more than 10,000 public high schools located in cities or towns containing less than 8,000 population, have an average of but 60 students each.

Practically all of the latter may be eliminated from present consideration. Of the 968 high schools maintained in cities possessing at least 8,000 inhabitants, about one-half are located in communities numbering less than 25,000 persons. These, too, may be set aside as unlikely to afford a profitable field for intensive library endeavor, because insufficiently financed.

There remain, therefore, less than 500

high schools of such strength as to invite consideration in connection with library organization on a basis of full effectiveness. This basis may be minimized, briefly, thus:

Suitable quarters planned as to size, equipment and location with this special purpose in view.

Ample book collection, reference, general and recreational, balanced to meet local requirements.

Trained teacher-librarians, or librarian-teachers assigned for full period of service during school year for administration of the library and its incidental demands.

Organization of high school libraries on the broadest and most practical plan possible as an essential and not an incidental factor in promotion of the school work, is justified by the increasing importance of secondary education in the development of every interest that makes for community

betterment. Not merely in the preparation for bread and butter courses, but in building cultural foundations, the high school library may serve in fruitful co-operation with every force that centers in the institution.

The high school is the residuary legatee of the old academy conducted by educators of the old-fashioned type whose rare personality and fine scholarship multiplied themselves in the student body that came within the radius of their influence. The blending of aristocratic tendencies, inevitable perhaps as the result of inherited wealth, has faded with the displacement of the old privately-supported academy by the free public high school. Unfortunately, there has also vanished something of that fine flavor of culture which one generation gave with increment to the succeeding generation. The public high school, first looked upon with suspicion as a survival of aristocratic arrogance, has been adopted by democracy as a necessary complement to the elementary school for life equipment. Nearly a million and a half boys and girls are enrolled in high schools today. The growth in attendance in recent years has been phenomenal, and there has been a marked increase in the number of students completing the high school courses. The increase in the aggregate number of students shows a gain of more than 100 per cent since 1902.

The fact that in three years past in cities of ten to twenty-five thousand population there has been an average increase in enrollment of 36.84 per cent, and in some instances as high as 75 and 80 per cent, marks the growing importance of this development, even though today only the larger cities are affected as regards local library service.

As of immediate moment, however, the problem is one for the larger cities, chiefly.* Using the 1916 "World Almanac"

*Certain wealthy communities of lesser population easily can, and some do, carry on parallel work. Among the communities so situated may be mentioned Kenilworth and Cicero, Ill.; East Orange, N. J.; Winsted, Conn.; Madison, Wis., and some cities in California. There are others not here mentioned.

estimates of population, there are 132 cities numbering each in excess of 25,000 inhabitants. There is a public library in each with one exception. Many of the public libraries are so poorly equipped and are supported so meagerly that they are unable to give more than casual service to their respective high schools. Two-thirds of the approximately 500 high schools in these 132 cities are located in one-fourth of them. Thus, under existing conditions, the high school library fully equipped and staffed is dependent for existence upon the willingness and ability of public libraries in thirty municipalities, if dependence for such provision is to be placed upon the public libraries. If the maintenance and administration of high school libraries is sought from the school systems, perhaps twice the number of cities enumerated in the first group would be in a position to make suitable provision, financially. So recent has been the development of the high school library as a vitalizing element in the school, that the controversial question of library or school management remains undetermined. For reasons which need not be entered into in detail here it would seem the wiser policy to entrust to the public library the direction of the high school library. But the important thing, after all, is that each high school should be provided with an efficiently administered library, and that it should be recognized not as a by-interest, but as an integral and indispensable part of the organization.

If the responsibility of management rests upon the public library, some of the ways and means that may be legitimately employed in furtherance of common aims are principally these:

Staff organization provided through trained and experienced librarians possessing university education and the teaching point of view supplemented with technical knowledge of library methods and the appreciation of larger concerns which grow out of them.

Such intimate fusing of school and library resources as will enable faculty and

student use of materials to the fullest possibility and the best advantage.

Instruction of freshmen and sophomore classes in the use of reference books, catalogs and bibliographic apparatus.

On a less comprehensive scale, proportioned each to its own situation, the smaller libraries can similarly serve their respective constituencies. Necessarily, they can accomplish at long range but a fraction of the effectiveness possible to the libraries which are in full control in the school buildings. They can, however, exert a powerful stimulus in the anticipation of the day when they may assume a more intimate and complete relationship.

There is a large meaning in the democratization of higher education. When

the gloomy days which have come upon the ruling races of the world shall have yielded to happier times, great reconstructive forces will dominate the world. In the development of economic activities that shall prosper the nations, those peoples will survive the severity of commercial rivalries which prove their superiority through knowledge of scientific methods.

The laboratory and the library must do their part if talent is not to remain undiscovered, and inventive genius and originality are to reach full fruition. And the library bears the added duty of serving those ends which make not only for general proficiency and prosperity, but for general intelligence and culture, and thereby national completeness.

WHAT THE PUBLIC LIBRARY CAN DO FOR GRADE SCHOOLS

BY EIFIE L. POWER, *Carnegie Library, Pittsburgh*

The first conception of library work with children was in connection with grade schools. The librarian of thirty years ago, who had no room for children within his library, sent a few books into the classroom and expected the teacher to thus provide for the needs of the pupil who had no books in his home. If she was a poor teacher she succeeded in satisfying him with the books at hand. If she was a good one, he wanted "more" and still "more" and his enthusiasm spread from the classroom to the library, where he was finally taken care of in a separate children's room presided over by an assistant specially trained to direct his reading. The teacher continued her work of forming reading taste, while the children's librarian studied the field of children's literature for the few best books which the teacher might use, and the many more which the children should read during their leisure hours. In theory the child was passed from one to the other, but the line was not sharply drawn. The children's librarian took over some school methods and gave them new

color, as has been exemplified in modern library story-telling and club work, but each kept to her own special field, while both built upon the same basic educational principles.

Thus library work in grade schools developed naturally as a means to an end, and not an end in itself, its aim being to train to an appreciation of good books, and an intelligent use of public library resources.

Methods have changed with the growth of educational ideals, but from the beginning of the public library movement in America in 1876, library work has held an intimate place in grade schools.

Since the unit in the grade school is smaller than in the high school, its tendency has been to combine with other agencies rather than to build up an independent department. The library, being essentially a co-operative institution, has responded to its call, or more often, anticipated its needs and met it half way. The resultant co-operation when successful, has required systematic organization, and as a